



Global Engagement Office

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

**Global Engagement Office and Campus Internationalization  
Baseline & Strategy Update**

**November 2015**

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## **Global Engagement Office and Campus Internationalization Baseline & Strategy Executive Summary**

### ***Introduction***

The Global Engagement and Campus Internationalization Baseline and Strategy Update is a report compiled by the Director of Global Engagement. It looks at each of the ten Actions under the UCCS Strategic Plan narrative Goal 4 which details the university's approach for campus internationalization. The ten Actions relate to following areas listed below:

1. International Office Structure
2. International Recruitment and Enrollment
3. International Student Support
4. Study Abroad and Joint Degrees
5. Financial Assistance for Students
6. International/Global Engagement Programs on Campus
7. Faculty Collaboration-International
8. Faculty Support and Partnerships
9. International Partnerships
10. Community Collaboration

### ***Short-Term Needs for International Education Efforts***

There are significant opportunities for UCCS to continue the advancement of internationalization efforts. It is recommended that the following items be a focus for spring 2016:

- The structure of the Global Engagement Office (see pages 5-8)
- Support for the recruitment, admissions and retention of international students (see pages 8-21)
  - Readjust numbers (based on strategy and forecast chosen)
  - Service charge for international students
  - Support for international recruitment and international admissions
- Development of policy and guidelines related to strategic international partnerships (see page 26)
- Continued support of GLINT and close collaboration with GEO
- Base budget funding for an education abroad position

### ***Moving Forward***

Each Action for internationalization requires maintenance, attention and continued support. International education is a campus-wide approach and the actualizations of the actions discussed in the report are comprehensive and need to be revisited in order to advance efforts in a realistic and responsible manner. It is our responsibility, as educators, to provide robust and meaningful opportunities that engage our students with the world. Discussions and actualization is needed and can feed into the establishment of signature programs that promote internationalization of curricular, co-curricular and extra-curricular activities. Such efforts will help ensure that our graduates, regardless of financial ability, gain exposure to world issues, intercultural understanding and other international education learning opportunities.



## Introduction

The Global Engagement Office (GEO) supports the efforts of the University of Colorado Colorado Springs (UCCS) to become a more international campus. The office provides leadership and resources to support the campus community to substantially increase international program opportunities.

One of the core “Values of Excellence described in the UCCS 2012-2020 Strategic Plan concerns inclusive diversity “...that prepares students, faculty, staff and community members for both local and global multicultural realities (p. 5).”

The Strategic Plan narrative Goal 4 (p.20) details internationalization with ten actions as outlined below:

1. Establish a centralized Office of International Programs and Services, reporting at the provost level;
2. Develop and implement an international student recruitment, enrollment and retention plan with the goal of increasing the international student body to 750 by 2020;
3. Provide international students and scholars on campus with the information, advice and support they will need to succeed at UCCS;
4. Develop a wide array of opportunities for study abroad, exchange and other international programs for UCCS students and faculty, including internships and dual and joint degree programs with institutions outside of the U.S.;
5. Develop a financial investment model and fundraising strategy to provide financial assistance to international students and scholars as well as to UCCS students involved in study abroad and other international study opportunities;
6. Create meaningful global engagement programs and opportunities on campus; there will be a substantial increase in UCCS courses promoting global and cultural competencies;
7. Support faculty collaboration and research on international issues and on the connections between global and domestic multicultural issues. An Academic Center will be established to explore these connections and to promote collaborative, cross-disciplinary research and instruction on multicultural issues within a global context;
8. Recruit and support faculty to teach abroad, who develop innovative courses that promote global competencies, and who engage in other international activities;

9. Pursue strategic international partnerships to strengthen research, collaboration, and exchange programs, developing a set of International Partnership Guidelines to direct this effort;
10. Collaborate with businesses, Chambers of Commerce, K-12 schools and higher educational institutions on innovative international programs.

This report reviews each of these ten actions to provide an update and to detail necessary strategies to move the action forward.

#### **Strategic Plan Goal 4 Actions**

Each action detailed in the Strategic Plan is outlined below and when appropriate includes strategies to meet the action or goal.

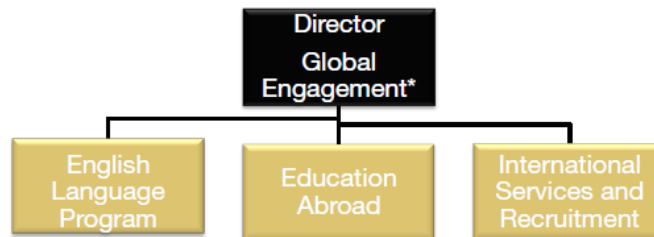
#### **Action 1: Establish a centralized Office of International Programs and Services, reporting at the provost level**

The Office of International Affairs was established in April 2012 as a centralized office led by an Executive Director of International Affairs reporting to the Senior Associate Vice Chancellor for Academic Affairs. The 2014 year resulted in the resignation of Executive Director as well as a reorganization of functions with international admissions and international student advising relocating to Admissions and the redistribution of international support moving to MOSAIC and Admissions. In 2015, the office was renamed the Global Engagement Office and the university did a national search for a director level position. The Director of Global Engagement reports to the Associate Vice Chancellor of Inclusion and Academic Engagement who reports to the Provost.

The Global Engagement Office is home to an intensive English program, education abroad, international student recruitment, and supports international students in partnership with International Admissions and MOSAIC. The current model is sub-optimal as it causes confusion regarding the support of international students for staff, faculty and students. It is unclear as to which office an international student should visit for assistance as international student support is provided by MOSAIC, GEO and Admissions. In addition, it involves an imbalanced relationship with Admissions as the timely and international student friendly processes needed in admissions are directly tied to the enrollment goals that the Global Engagement Office is responsible for achieving. Though staff are collaborating it creates friction when one area has goals that are intricately tied to the core operations that reside in another area and within a different reporting structure.

International education at UCCS is operating at a basic level of staffing. The current organizational configuration of the Global Engagement Office is outlined as follows:

## Global Engagement Office: Organizational Chart



It is proposed that the Global Engagement Office move to one of the models outlined below. This would require the establishment of a full-time international student advisor and would still place the focus on international education at a minimal and basic level of operation (see peer CO school data below for comparisons). It is recommended that staffing be revisited as numbers grow; both in study abroad and international student numbers.

Please note that Faculty Research is included as discussions are underway for Global Intercultural Research Center (GLINT) to move under the umbrella of GEO though reporting will not be to the Director of Global Engagement but will be a collaborative relationship between the two directors. In addition, it is assumed that a full-time international student and scholar advisor will be supported through a proposed international student service charge that is under review and development (see Appendix F)

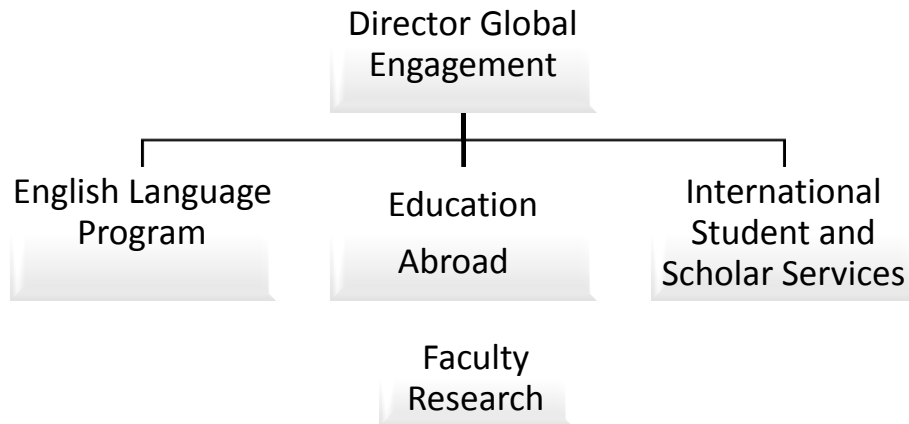
### ***International Education and International Student & Scholar Support Model (no Admissions and Recruitment)***

The first model would allow the technology and support systems already in existence at Admissions and Recruitment to incorporate an international recruitment focus and would relocate international recruitment to Admissions and Records.

The following institutions in Colorado have an international education and international student and scholar support model in place:

- *CU-Boulder (32 professional staff in their international office –Estimated 30,000 students and 2152 international students per 2014 data).*
- *Colorado State University (27 professional staff in their international office-- Estimated 25,600 students and 2000 international students per 2014 data).*

**International Education and International Student & Scholar Support Model (no Admissions and Recruitment)**

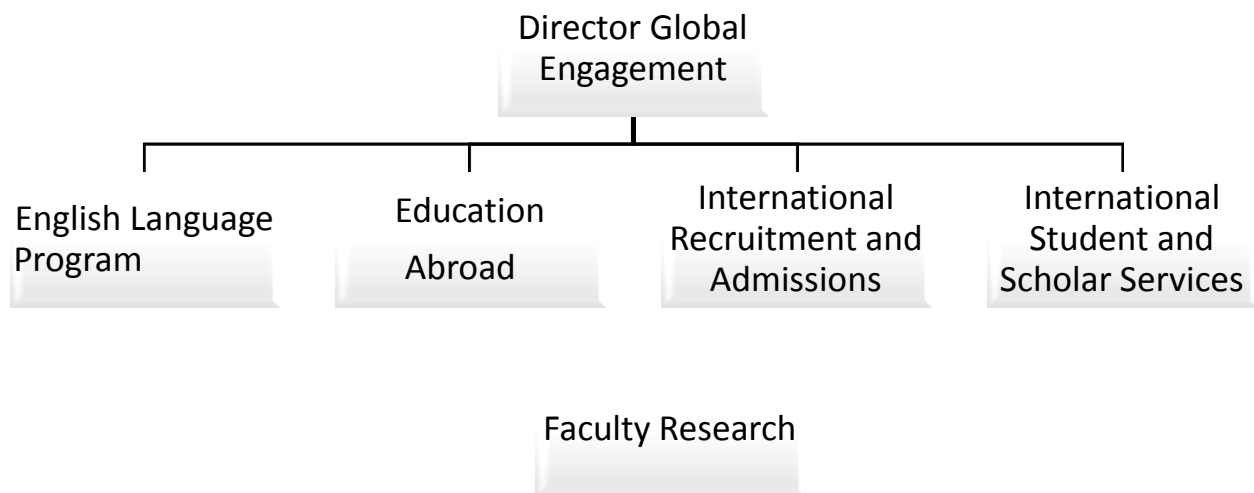


**Comprehensive International Education Support Model**

The second model would return to the comprehensive approach and would require technology and support systems to be implemented in order to mirror the work and processes in domestic Admissions & Recruitment.

- *CU-Denver has a comprehensive model in place (27 professional staff— Estimated 14,000 students and 1200 international students per 2014 data)*

**Comprehensive International Education Support Model**



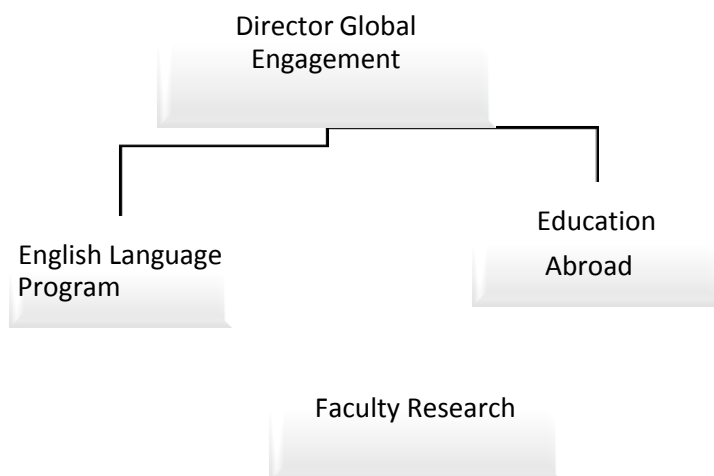
### ***Note on International Student Enrollment Management***

Each model described above unites the functions of international admissions and recruitment as it is critical to managing the enrollment of international students. At present, these functions are split at UCCS and housed in two separate locations. A comprehensive international admissions and recruitment team would involve at a minimum a full-time processor or international admission coordinator focused on data entry, issuance of documents like the admissions letter and I-20 as well as transfer credit and other pertinent PeopleSoft maintenance. The international recruiter would transition to an international admissions counselor and actively assist in file review, student communication and serve as back up to all admissions functions. Action 2 details the support needed to increase international student enrollments.

### ***Academic International Education Support Model***

The third model presented is an academic approach to international education. This model is being presented as an option of how an international office may be structured that houses international admissions, international recruitment and international student support separate from study abroad, intensive English and partnerships.

#### ***Academic International Education Support Model***



### **Action 2: Develop and implement an international student recruitment, enrollment and retention plan with the goal of increasing the international student body to 750 by 2020**

The number of international students at UCCS is modest yet has significant financial impact. The International Student Revenue (graduate and undergraduate international students) estimated for fall 2015 at UCCS was \$3,215,958. International students contribute to the campus' diversity but also to the institution's revenue and the local

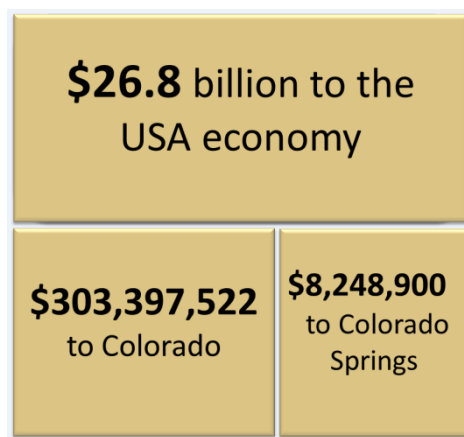


economy. The chart below summarizes the international student non-resident tuition and fees collected fall 2015, fall 2014 and fall 2013 semesters.

### International Student Non-Resident Tuition and Fees

	Tuition	Course Fees	Student Fees	Housing	Other
FALL 2015	\$3,215,958.00	\$50,015.00	\$200,142.09	\$296,446.36	\$156,964.74
FALL 2014	\$3,584,138.35	\$55,095.00	\$190,151.44	\$324,885.44	\$472,173.55
FALL 2013	\$2,607,418.47	\$36,142.00	\$115,515.86	\$136,775.63	\$389,360.63

### International Student Economic Impact 2014



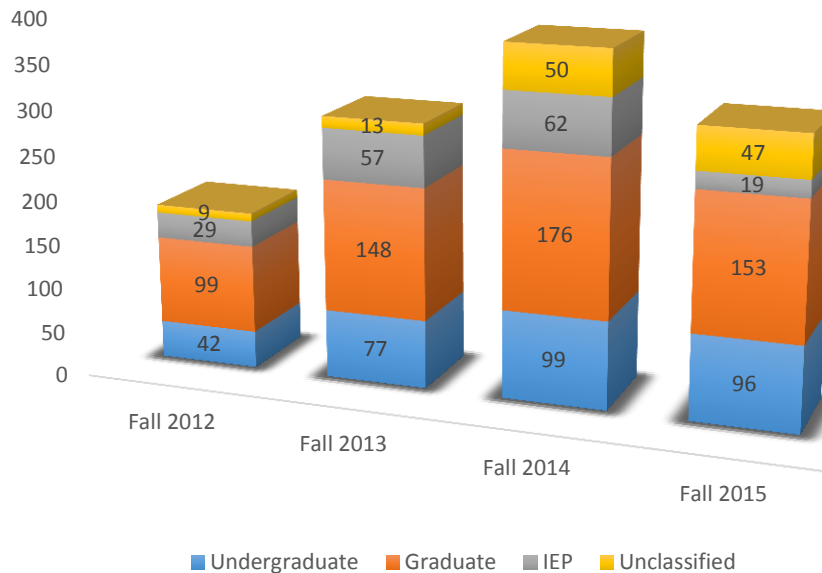
<http://www.ije.org/Research-and-Publications/Open-Doors/Data/Economic-Impact-of-International-Students/2015>

Robust undergraduate international student enrollment is a financial benefit as these students typically receive little financial support from the institution and pay full out-of-state tuition. The international student population decreased 19% from 388 international students in fall 2014 to 315 in fall 2015. The goal of increasing the international student body to 750 by 2020 would require a substantial investment in the form of staff, technological support and financial resources.

### Review of the Data

The following graph is a summary of total international student enrollments at UCCS. International enrollments have grown over the years with the exception of fall 2015 in which a decline occurred. This decline is due to the Brazilian government decreasing the scholarship funds for short-term fee paying students to study 1-1.5 years in the USA as well as decreased scholarship funding and decreases in the intensive English program (also due to the Brazilian Program).

## Total International Student Enrollment at UCCS



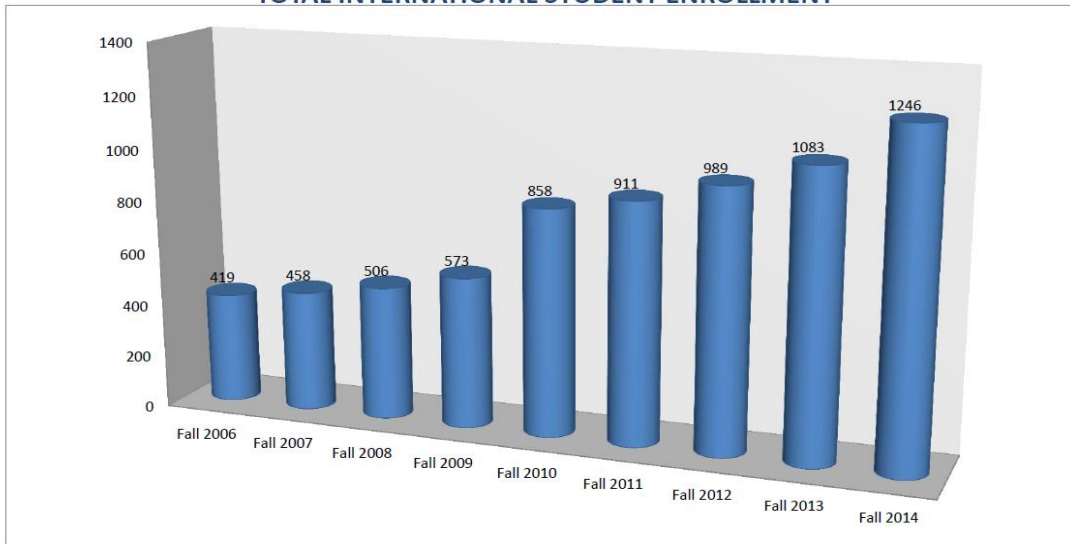
	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Undergraduate	42	77	99	96
Graduate	99	148	176	153
IEP	29	57	62	19
Unclassified	9	13	50	47
<b>TOTAL</b>	<b>179</b>	<b>295</b>	<b>387</b>	<b>315</b>
% increase		65%	31%	-19%

*Pulled 11/20/2015 from Cognos by Academic Level*

Unclassified= Exchange students, high school concurrent, online outside & online certificate.

The following data from a comparable regional institution (mission and student profile). In the first bar graph the total international student enrollment and the growth is between 2009 and 2010 is significant; 573 to 858. This was driven by entering the agent market prior to many other universities and the ability to host agent students during a time of high demand for placements from Saudi Arabia.

### TOTAL INTERNATIONAL STUDENT ENROLLMENT

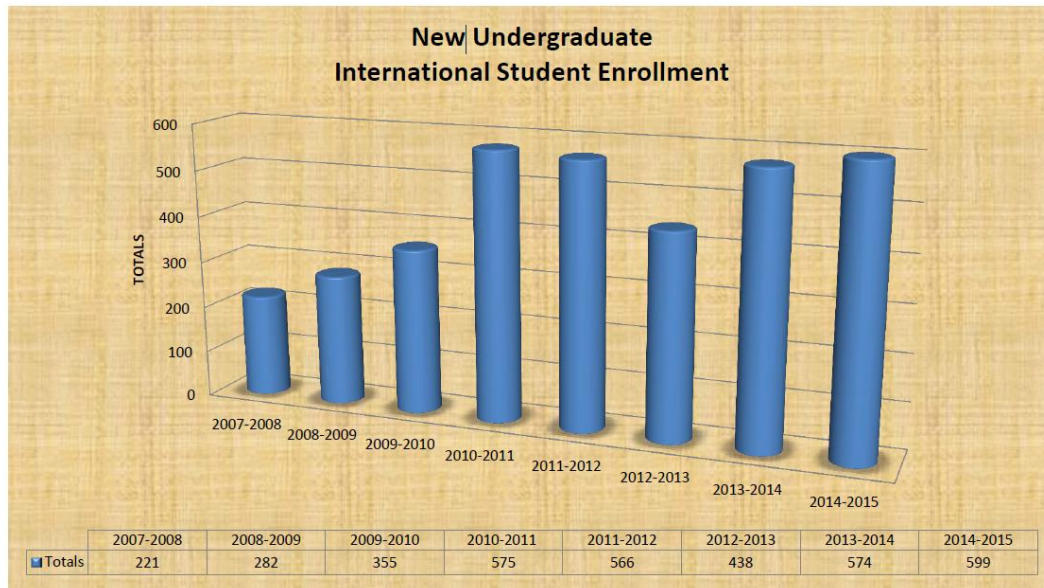


Similar Profile Institution

(9% increase on average excluding outlying year Fall 2009 to fall 2010 which was a 50% increase)



This second chart is the new undergraduate international student enrollment at Northern Arizona University. The growth from the 2007/2008 AY to 2008/2009 AY and 2009-2010 AY is directly attributed to a streamlined admissions process in which decisions and immigration documents were sent within 72 business hours as well as the implementation of a comprehensive communication plan.



Similar Profile Institution

***All New International Students at UCCS***

UCCS welcomed a total of 74 new international students to UCCS this fall 2015. This is down from 109 students in fall 2014. However, fall 2014 growth included the Brazilian students and funding for this program was decreased in January 2015 as the Brazilian government could not financially commit to the same number of students it sent in previous years.

The enrollment summary tables below detail the applications, admit and enrolled students by the following three groupings:

- (1) all new international students (table 1);
- (2) all new undergraduate international students (table 2); and
- (3) all new graduate international students (table 3)

**TABLE 1: Application to Enrollment Summary: ALL New International Students at UCCS**

<b>ALL NEW INTERNATIONAL STUDENTS</b>					
<i>APPLICATION SUMMARY ANALYSIS</i>					
<b>2015-2016 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2015	489	235	48%	31%	74
Spring 2016					
<b>AY TOTALS</b>					
<b>2014-2015 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2014	477	259	54%	42%	109
Spring 2015	373	202	54%	40%	80
<b>AY TOTALS</b>	<b>850</b>	<b>461</b>	<b>54%</b>	<b>41%</b>	<b>189</b>
<b>2013-2014 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2013	481	244	51%	31%	75
Spring 2014	286	151	53%	49%	74
<b>AY TOTALS</b>	<b>767</b>	<b>395</b>	<b>51%</b>	<b>38%</b>	<b>149</b>
<b>2012-2013 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2012	311	111	35.69%	43%	48
Spring 2013	312	144	46.15%	33%	47
<b>AY TOTALS</b>	<b>623</b>	<b>255</b>	<b>40.93%</b>	<b>37%</b>	<b>95</b>

**TABLE 2: Application to Enrollment Summary: All New Undergraduate International Students at UCCS**

<b>UNDERGRADUATES INTERNATIONAL STUDENTS (FRESHMAN+TRANSFER)</b>					
<i>APPLICATION SUMMARY ANALYSIS</i>					
<b>2015-2016 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2015	185	80	43%	34%	27
Spring 2016					
<b>AY TOTALS</b>					
<b>2014-2015 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2014	180	76	42%	41%	31
Spring 2015	116	35	30%	31%	11
<b>AY TOTALS</b>	<b>296</b>	<b>111</b>	<b>38%</b>	<b>38%</b>	<b>42</b>
<b>2013-2014 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2013	196	77	39%	35%	27
Spring 2014	99	32	32%	59%	19
<b>AY TOTALS</b>	<b>295</b>	<b>109</b>	<b>37%</b>	<b>42%</b>	<b>46</b>
<b>2012-2013 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2012	122	22	18.03%	64%	14
Spring 2013	95	19	20.00%	53%	10
<b>AY TOTALS</b>	<b>217</b>	<b>41</b>	<b>18.89%</b>	<b>59%</b>	<b>24</b>

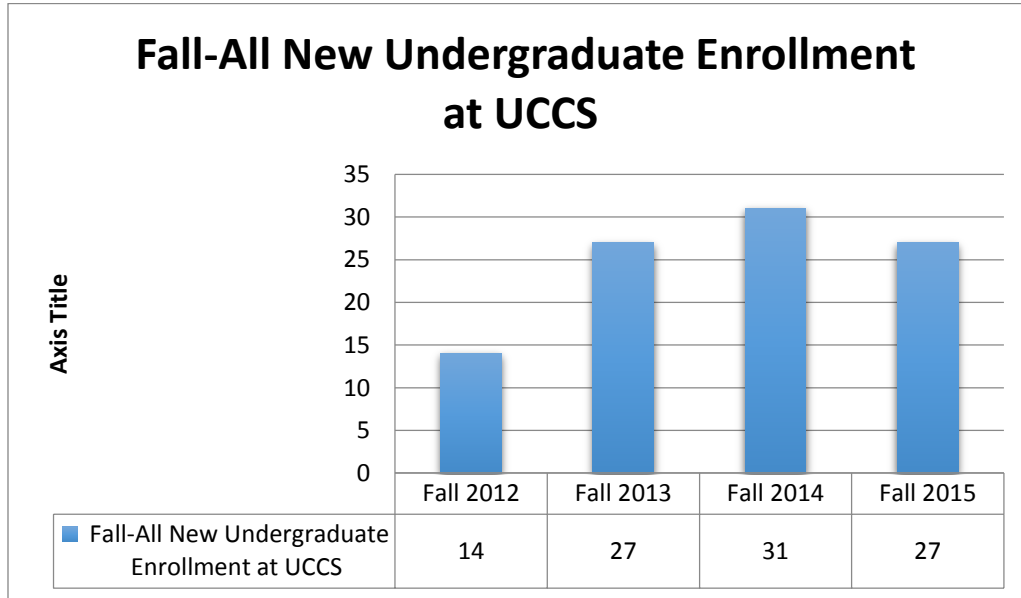
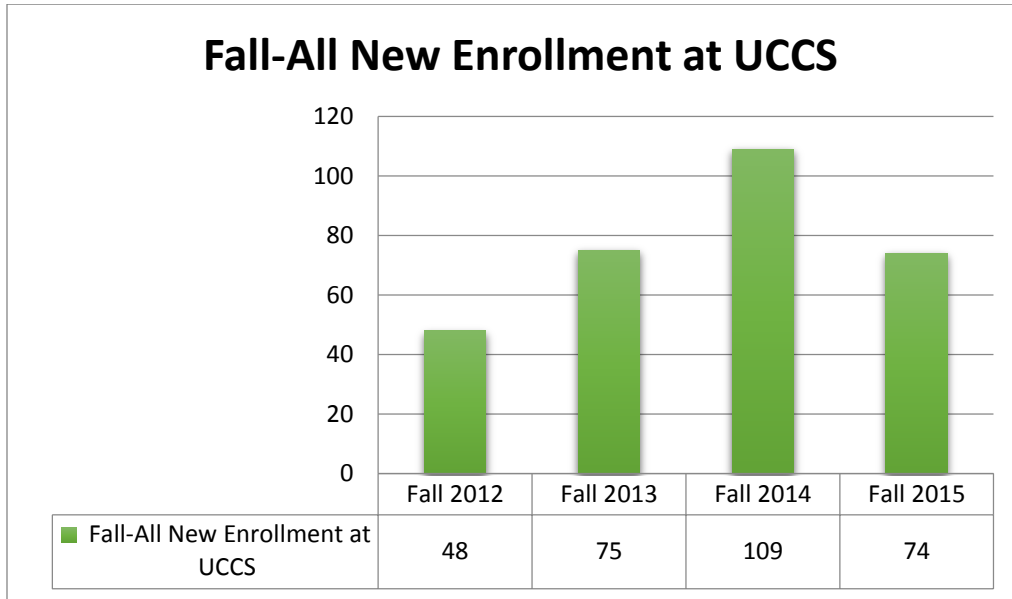
**TABLE 3: Application to Enrollment Summary: All New Graduate International Students at UCCS**

<b>UNDERGRADUATES INTERNATIONAL STUDENTS (FRESHMAN+TRANSFER)</b>					
<i>APPLICATION SUMMARY ANALYSIS</i>					
<b>2015-2016 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2015	185	80	43%	34%	27
Spring 2016					
<b>AY TOTALS</b>					
<b>2014-2015 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2014	180	76	42%	41%	31
Spring 2015	116	35	30%	31%	11
<b>AY TOTALS</b>	<b>296</b>	<b>111</b>	<b>38%</b>	<b>38%</b>	<b>42</b>
<b>2013-2014 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2013	196	77	39%	35%	27
Spring 2014	99	32	32%	59%	19
<b>AY TOTALS</b>	<b>295</b>	<b>109</b>	<b>37%</b>	<b>42%</b>	<b>46</b>
<b>2012-2013 Academic Year</b>	<b>Applications</b>	<b>Admits</b>	<b>% Admitted</b>	<b>%Admits that Enrolled</b>	<b>Enrolled</b>
Fall 2012	122	22	18.03%	64%	14
Spring 2013	95	19	20.00%	53%	10
<b>AY TOTALS</b>	<b>217</b>	<b>41</b>	<b>18.89%</b>	<b>59%</b>	<b>24</b>

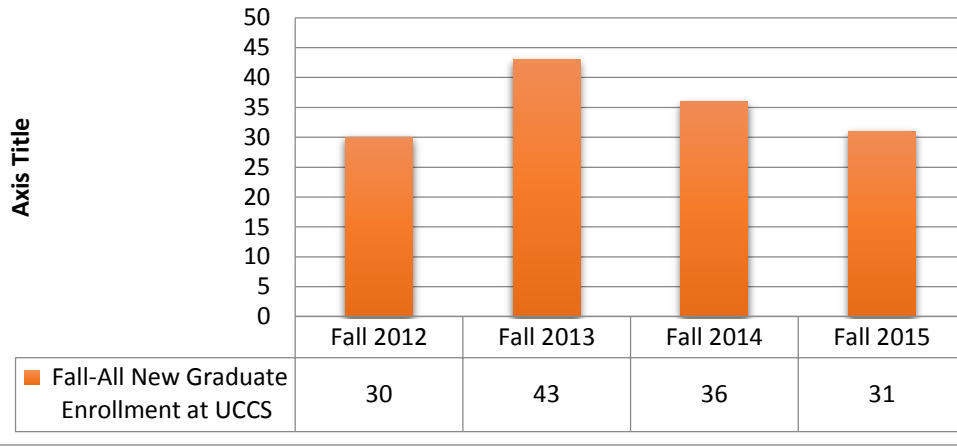
The yield rate of students admitted who actually enroll at UCCS was lower in Fall 2015 than in past three years (see table 2 and table 3). The percentage of offers that enroll can be increased and should be at least 50% at the undergraduate/IEP levels according to analysis of a previous institution’s data (see Appendix B). Graduate percentages of offers that enrolled have significantly decreased and consultation is needed with the Graduate College and academic units; especially if this is deemed an area of importance in the growth at UCCS.

A concerted effort between admissions and recruitment and a redefining of roles to resemble that of an international admissions counselor needs to occur. An international admissions counselor is a more comprehensive and holistic approach as the counselor is responsible for recruitment, application review, transfer credit and communication from the prospective student stage up until arrival on campus (see note on international enrollment on page 8).

# NEW ENROLLMENT CHARTS ALL, UNDERGRADUATE, GRADUATE



## Fall-All New Graduate Enrollment at UCCS





## Action 2 Strategy

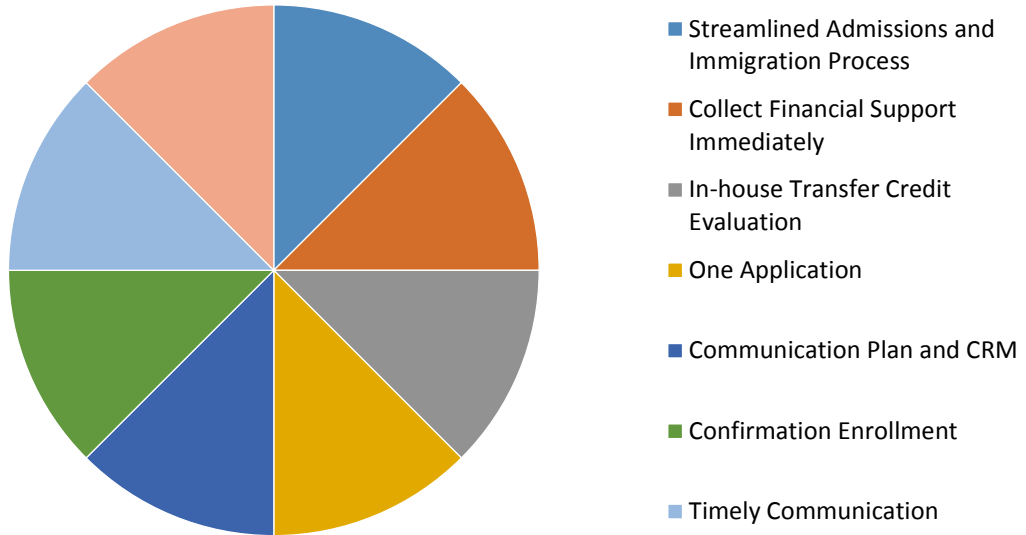
In February 2015 UCCS hired the first international student recruiter. However, this position will have minimal influence on increases in international student enrollments unless an expedited and resource focused approach that is international student responsive is implemented.

Strategic enrollment planning is required at UCCS and its implementation has the potential to increase undergraduate and intensive English enrollments. For these increases to happen the following strategies and approaches are required:

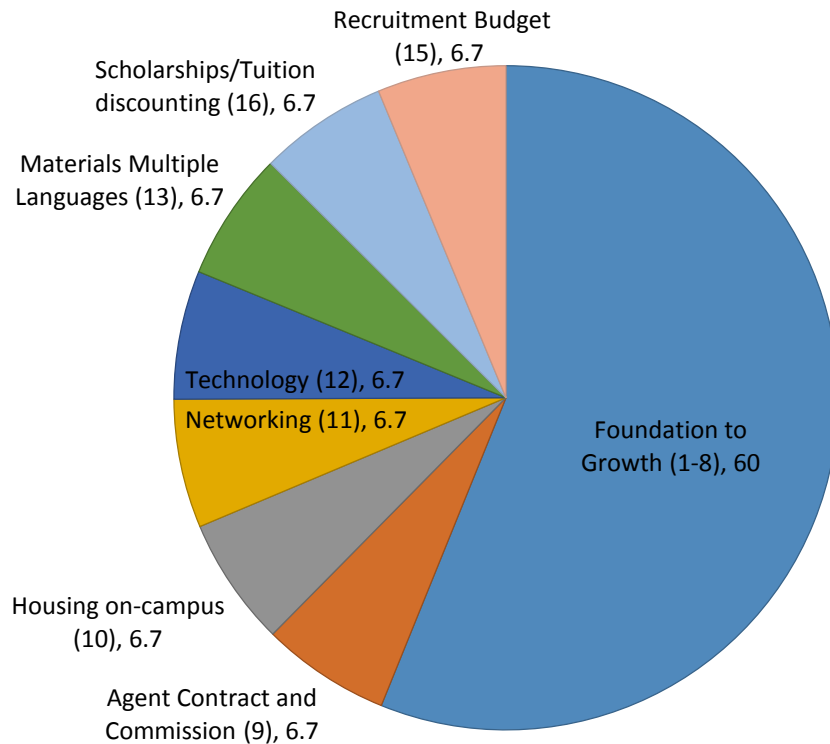
1. Implementation of a streamlined admissions and immigration process that expedites admissions decisions at the undergraduate and IEP level to 3-5 business days;
2. Collection of financial support at the same time that academic credentials are requested;
3. In-house transfer credit evaluation of foreign credentials (versus using a foreign credit evaluation service at an extra fee to the student);
4. One application for intensive English and Undergraduate applicants;
5. Resources devoted to a CRM (at least an email tool) for communication and tracking of prospective international applicants; inclusive of the development of an extensive international student communication plan;
6. Confirmation of enrollment (currently all students are automatically matriculated without notifying the school of their decision to enroll);
7. Partnering and recruitment visits at USA community colleges, intensive English programs and boarding schools in the West;
8. Personal and timely attention to prospective student inquiries;
9. Implementation of an agent contract and agent commission (20% of year one tuition – see Appendix A);
10. Housing on-campus for all international students regardless of level;
11. Networking with cultural missions and other sponsoring agencies;
12. Strategic partnerships and degree programs (1+3, 2+2, etc.) in China and elsewhere;
13. Utilization of technology to connect with students (i.e. virtual information student sessions);
14. Creation of informational material in multiple languages (print and online);
15. A significant budget for recruitment abroad and domestically (currently \$15,000);
16. Scholarship and/or tuition discounting



## Foundation to Growth



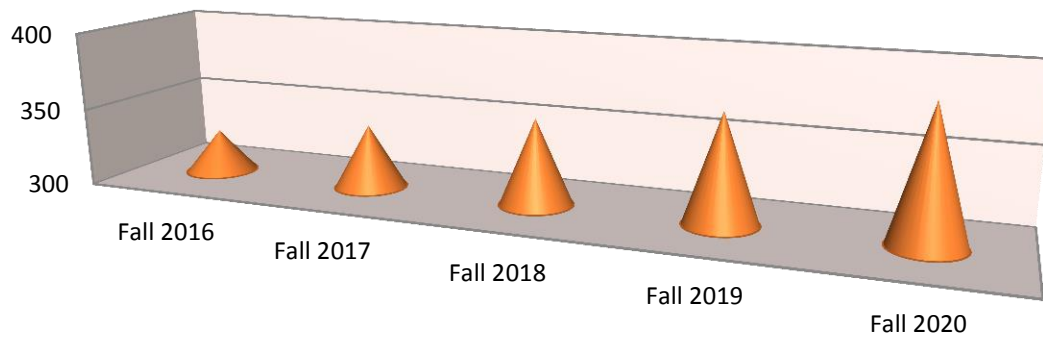
## Accelerated and Ambitious Growth Strategies



**Base Forecast**

UCCS can increase the international student population at a 3-5% rate each academic year and the focus of this growth should be at the undergraduate level (transfer students and traditional freshmen). Steps 1-8 would need to be in place and are the basic foundation to a solid international admissions and recruitment operation.

**Base Growth Forecast: Total Enrollment 4% Increase per Year**



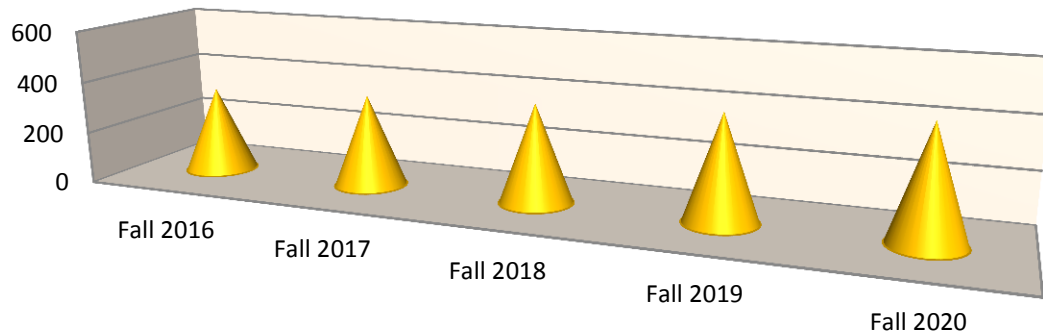
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
■ Base Growth Forecast: Total Enrollment 4% Increase	328	341	355	369	384



**Accelerated and Ambitious Forecasts**

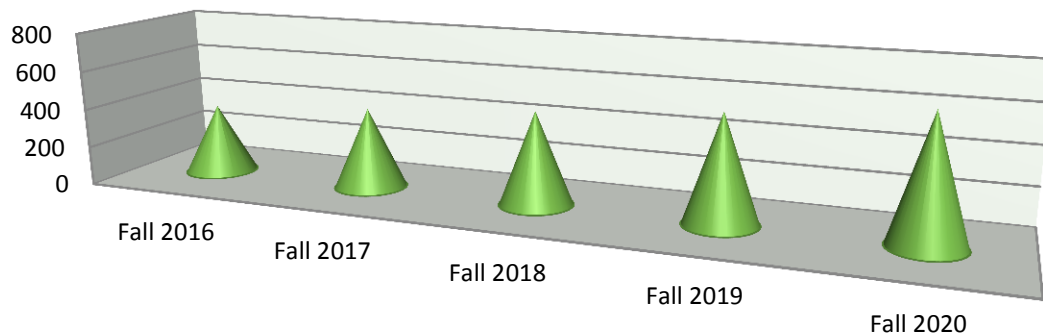
Accelerated projections involve a 5 – 8% increase while an ambitious projection model would be at 10-15%. Both approaches would require all of the above steps (1-16) to be implemented and fully operating in an orchestrated, efficient and expedited manner.

**Accelerated Growth Forecast: Total Enrollment 6.5% Increase per Year**



	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accelerated Growth Forecast: Total Enrollment 6.5% Increase	335	357	380	405	431

**Ambitious Growth Forecast: Total Enrollment 15% Increase per Year**



	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Ambitious Growth Forecast: Total Enrollment 15% Increase	362	416	478	550	632

### Return on Investment

The establishment of an international office demonstrates international student growth and value as the campus did not have 315 international students just four years ago. The Fall 2011 semester, UCCS enrolled just 134 international students; compared to fall 2015 enrollments this is a 134% increase in international student numbers in just four years.

The next step is to invest in the operation and to consider future investments that will not only maintain the tuition revenues for international students, which were \$3,215,958.00 for fall 2015, but increase those revenues through strategic approaches to international recruitment. Specifically, the targeted recruitment of undergraduate international students.

In reviewing the moderate model of growth presented above, 431 total students equates to an additional 116 students and would generate an additional total of \$2,418,600 per year in tuition (based up current tuition rates).

Investing in the recruitment and admissions process for international students has significant budgetary impacts. The chart below outlines the additional growth of international students and the respective tuition dollars associated with such enrollment:

Number of Students	Total in Tuition Semester 1 <i>(Non-resident 15 credit Tuition less than 60 credits)</i>	Total Tuition Revenue Year 1	Total Tuition Revenue Year 1 -2	Total Tuition Revenue Year 1-3	Total Tuition Revenue Year 1 -4
	<b>10,425.00</b>				
10	104,250.00	208,500.00	229,350.00	437,850.00	646,350.00
20	208,500.00	417,000.00	437,850.00	854,850.00	1,271,850.00
30	312,750.00	625,500.00	646,350.00	1,271,850.00	1,897,350.00
40	417,000.00	834,000.00	854,850.00	1,688,850.00	2,522,850.00
50	521,250.00	1,042,500.00	2,085,000.00	3,127,500.00	4,170,000.00
70	729,750.00	1,459,500.00	2,919,000.00	4,378,500.00	5,838,000.00
150	1,563,750.00	3,127,500.00	6,255,000.00	9,382,500.00	12,510,000.00
200	2,085,000.00	4,170,000.00	8,340,000.00	12,510,000.00	16,680,000.00

Current base budget for the Global Engagement Office is just \$189,454.00 per year. Increasing this modest budget by incorporating all staff salaries into the base budget as well as additional funds for recruitment (current travel budget is \$15,376) would bring in

new students and appropriate support when combined with an international-friendly and responsive admissions process.

A modest increase of just 50 international students per year would bring into the university an additional \$1,042,500 per year in tuition revenue.

**Action 3: Provide international students and scholars on campus with the information, advice and support they will need to succeed at UCCS.**

International student support is currently provided at the Global Engagement Office with the majority of support taking place at Admissions. This is due to the location of the international student advisor that does international student and scholar advising while also managing international admissions and graduate admissions. MOSAIC also provides support to international students on campus through the sponsoring of extra-curricular activities.

The current configuration provides a variety of places that international students can go for support. International students belong to the whole campus community and this model shares some of that responsibility and integration of students. However, it is confusing to students and campus offices as to which location to direct students and for students to determine which location to visit.

***Action 3 Strategy***

GEO is working with a variety of offices on campus to gather input and develop a semester schedule of activities that appears cohesive and comprehensive as current marketing of events and resources relevant for international students is ad hoc and done by division. The coordinated effort to bring all international activity under one promotional umbrella will create less confusion for students and decrease the duplication of efforts. An outline of such activities is in Appendix C. In addition to this list it is important to note that the Global Engagement Office initiated a campus-wide celebration for International Week in November 2015, an international student recognition ceremony for departing international students and IEP students that are advancing in their program (will be done at the end of each fall and each spring semester) as well as assuming responsibility for the new international student check-in and welcome effective January 2016.



An international student service charge is being explored to support staff and activities for international students that is comprehensive and addresses social, cultural and academic needs of this community. Such a fee can support a full-time immigration advisor as well as additional programming (see Appendix F).

**Action 4: Develop a wide array of opportunities for study abroad, exchange and other international programs for UCCS students and faculty, including internships and dual and joint degree programs with institutions outside of the U.S.**

The Global Engagement Office along with academic units develops partnership agreements. These partnerships support study abroad and exchange for students, faculty and staff. A listing of active partnerships is provided in Appendix D. However, it is important to note that it may not be 100% comprehensive since the Global Engagement Office is not the sole initiator and facilitator of such agreements. The current process is disjointed and it is recommended that a centralized approach be implemented.

***Study Abroad and Exchange Strategy***

Exchange agreements are developed and are managed by GEO as well as the academic units. An opportunity exists to expand partnership development in this arena for university-wide agreements that support study abroad in primary places of interest such as Australia, New Zealand, UK, Spain and Italy. These are nationally top places to study abroad for students and such development may require support for relationship building but are attractive to our cost-sensitive students. In addition, support of such partnerships can better serve our Veteran population that is interested in study abroad as such programs are classified as UCCS programs and do not require extra filing of paperwork on behalf of the student as provider programs require. However, it is important to note that such programs offer limited seats and all processing must be done internally by a study abroad advisor and is incredibly labor and resource intensive when compared with provider programs. At a minimum a study abroad position should be supported by base budget funds to help achieve this strategy.

### **Dual, Joint Degree Programs and Degree Models**

Exploration of dual and joint degree programs involves the buy-in from the academic units and requires intense review of degree programs abroad. However, it also provides the opportunity to welcome incoming international students that are fee-paying for shorter periods of study for a semester, year or until degree completion. In addition, it can expand opportunities for UCCS faculty to teach at such institutions either in a semester or short-term lecture capacity. Effectively implementing dual degree models such as 3+1, 1+3 or 2+2 programming will positively impact the incoming student mobility of students at the undergraduate level. However, it is essential that the academic areas are in agreement and process is orchestrated and able to advance quickly as UCCS' entry into this market, especially in Asia, is significantly late and delayed but can still contribute to enrollment growth if done strategically.

### **Action 5: Develop a financial investment model and fundraising strategy to provide financial assistance to international students and scholars as well as to UCCS students involved in study abroad and other international study opportunities.**

Such a model is not in place and the development of support will be helpful in growing numbers of both inbound and outbound students.

Study Abroad Scholarship Funding Models to explore include:

- Tuition capture of outgoing students on exchange retained for study abroad scholarships
- Alumni fundraising to support study abroad scholarships
- A campus-wide student fee (i.e. \$2 per semester) to go to study abroad scholarships
- An education abroad application fee (currently \$25 but it is customary for schools charge between \$250 to \$500 per student) with a portion of this going towards study abroad scholarships, technology support (StudioAbroad/Terradotta), and health/repatriation/evacuation insurance.

International Student Scholarship Funding Models to explore include:

- Exploration of non-resident student tuition discount of 10-20% for students entering from certain places (i.e. community colleges; partner schools, etc.)
- Utilizing a portion of the proposed international student service charge (see Appendix F) for scholarships to international students (after the operation costs such as staff, programming are paid)

### **Action 6: Create meaningful global engagement programs and opportunities on campus; there will be a substantial increase in UCCS courses promoting global and cultural competencies**

The Compass Curriculum is the recently adopted general education program at UCCS. Part of the curriculum includes an Inclusiveness (Global/Diversity) requirement. This requirement includes student learning about "Inclusiveness," and develops



"competencies for cultural responsiveness across social differences in contexts ranging from local to global."

There are currently over 115 courses within this designation that are available and offered throughout each of the College's and School's at UCCS.

A continued focus on the internationalization for the curriculum will move global and diversity learning forward. Additionally, internationalization of co-curricular activities (service learning; student integration) and the internationalization of curricular activities (international house) are opportunities to create meaningful global engagement and learning and are therefore important strategies to implement.

**Action 7: Support faculty collaboration and research on international issues and on the connections between global and domestic multicultural issues. An Academic Center will be established to explore these connections and to promote collaborative, cross-disciplinary research and instruction on multicultural issues within a global context;**

In 2014, the *UCCS Global Intercultural Research Center* (GLINT) was established and supports faculty-sponsored global intercultural scholarship. The purpose of GLINT is to leverage financial and human resources to facilitate innovative global intercultural-related scholarship among its faculty members. GLINT promotes global intercultural faculty activities through both internal information exchange and advocacy as well as through external project development and funding.

GLINT provides Seed Grants for research promotes scholarly activity and promotes a brown bag lunch series featuring research of UCCS faculty. GLINT also awards and recognizes an outstanding campus community member through their Campus Global Citizen Award.



**GLINT**

**Action 7 Strategy:**

Support and expansion of GLINTS efforts are imperative as the international experiences of faculty are the most profound way to impact student learning and provide a global dimension to the classroom. GLINT is currently working to provide a framework for future funding and support under the leadership of Dr. Emily Skop.

**Action 8: Recruit and support faculty to teach abroad, who develop innovative courses that promote global competencies, and who engage in other international activities;**

This goal is closely tied to the development of partnerships. A centralized approach to partnerships will help ensure that agreements are campus-wide and beneficial to faculty exchange, short-term lecture programs abroad and research opportunities.

**Action 8 Strategy**

Following is a list of strategic initiatives that could be adopted to meet this goal:

- Implementation of a Chancellor's recognition award for faculty that developed innovated courses that promote global competencies and/or engaged in significant international activities
- Seek partnerships that support and welcome visiting faculty and research collaboration
- Provide regular Fulbright workshops
- Provide 'top-off' funding for Fulbright Scholar recipients
- Develop an incoming visiting scholar program that connects incoming scholars with a UCCS discipline specific mentor and provides workshops for the visitor related to US Higher Education and culture
- Provide additional funding and grants for faculty

**Action 9: Pursue strategic international partnerships to strengthen research, collaboration, and exchange programs, developing a set of International Partnership Guidelines to direct this effort;**

Such policy and guidelines need to be revisited and published online. In regard to partnerships, the following strategy will actualize Action 9:

- Develop the international partnership guidelines and publish online
- Develop and have approved a standard set of MOUs that are consistently used for partnerships
- Funnel all partnership agreements through GEO or another centralized office as determined by senior leadership
- Pursue strategic international partnerships that result in exchange programs that will be balanced that are based upon student interest and outbound mobility trends per IIE Open Doors report (i.e. UK, Australia, Europe)
- Consult with faculty on desired locations or existing relationships that can be furthered and result in a mutually beneficial agreement
- Develop partnerships that promote inbound student mobility for short-term fee-paying programs (degree and non-degree like IEP)
- Develop agreements for transfer pathways for secondary schools, community colleges and intensive English programs (inbound mobility focused)

### **Action 10: Collaborate with businesses, Chambers of Commerce, K-12 schools and higher education institutions on innovative international programs.**

GEO currently connects new international students to the Mayor's fall welcome reception and has been contacted by the Chamber of Commerce on possible sister-city locations. Work needs to continue in this arena and close collaboration to the community will result in programming and global learning for all of Colorado Springs.

K-12 schools are an opportunity for us to integrate into the campus community; for example scholarship recipients (should one be offered) can require international students and study abroad students to become involved in a community service project such as coordinating a visit to elementary schools and to speak about culture, travel and international aspects.

### **Conclusion**

In conclusion, several of the Action Items are realized. However, there are significant opportunities for UCCS to continue the advancement of internationalization efforts. It is recommended that the following be a focus for spring 2016:

- The structure of the Global Engagement Office (see pages 5-8)
- Support for the recruitment, admissions and retention of international students (see pages 8-21)
  - Readjust numbers (based on strategy and forecast chosen)
  - Service charge for international students
  - Support for international recruitment and international admissions
- Development of policy and guidelines related to strategic international partnerships see page 26)
- Continued support of GLINT and close collaboration with GEO
- Base budget funding for an education abroad position

Each Action for internationalization requires maintenance, attention and continued support. It is our responsibility, as educators, to provide opportunities for our students to learn about international dimensions via curricular, co-curricular and extra-curricular activities. International education is a campus-wide approach and the actualizations of the actions discussed in this strategic plan update are comprehensive and need to be revisited in order to advance efforts in a realistic and responsible manner.

## Appendix A Agents

### Agent Brief Overview

The rise in number of agents is linked to the increase in students seeking an international education. Despite growing recognition of the value of a US higher education, US institutions face increased competition from providers in other English-speaking countries: UK, Australia, and New Zealand especially, but also Canada. They offer good higher education, and provide opportunities for students to switch their status through work-study visas. There is also competition from the growth and development of higher education institutions in countries such as China and Malaysia. Some of these institutions are extremely reputable and many offer international programs in English.

In this complex market, students need help finding the most appropriate course. There is also recognition from universities that a comprehensive agent strategy will bring them hard-working students who are passionate about their subject matter and contribute to their courses.

### Agent Projections

It is recommended that UCCS adopt an agent strategy and move forward with such an approach. The practice would require the adaption of an agent contract and a commitment to pay 20% of the first year tuition to the agent. In order for this initiative to be successful it will be essential that all admissions processing and communication development to be in place.

The charge below details the total that the institution would pay and the revenue generated each year from these “agent” students.

### Agent Fee and Potential Revenue

	Number of Students	Total Paid	Total in Tuition Semester 1 (Non-resident 15 credit Tuition less than 60 credits)	Total Tuition Revenue Semester 1 (minus the agent fee)	Total Tuition Revenue Year 1 (Semester 1 & 2)	Total Tuition Revenue Year 1 -2	Total Tuition Revenue Year 1-3	Total Tuition Revenue Year 1 -4
<b>Agent Fee 20% Year of Tuition</b>								
<b>\$4,170.00</b>			<b>10,425.00</b>					
4,170	10	41,700.00	104,250.00	62,550.00	166,800.00	187,650.00	396,150.00	604,650.00
	20	83,400.00	208,500.00	125,100.00	333,600.00	354,450.00	771,450.00	1,188,450.00
	30	125,100.00	312,750.00	187,650.00	500,400.00	521,250.00	1,146,750.00	1,772,250.00
	40	166,800.00	417,000.00	250,200.00	667,200.00	688,050.00	1,522,050.00	2,356,050.00
	50	208,500.00	521,250.00	312,750.00	834,000.00	1,876,500.00	2,919,000.00	3,961,500.00
	100	417,000.00	1,042,500.00	625,500.00	1,668,000.00	3,753,000.00	5,838,000.00	7,923,000.00
	200	834,000.00	2,085,000.00	1,251,000.00	3,336,000.00	7,506,000.00	11,676,000.00	15,846,000.00

The charts below provide projections based on newly enrolled international students after the implementation of the agent fee. These would be students that would not normally come to UCCS.

## Appendix A (continued) Agents

### Conservative Projections 9% Growth (newly enrolled international students via Agent Fee)

Academic Year	Number of Students
2016-2017 AY	10
2017-2018 AY	11
2018-2019 AY	12
2019-2020 AY	13

### Moderate Projections 15% Growth (newly enrolled international students via Agent Fee)

Academic Year	Number of Students
2016-2017 AY	15
2017-2018 AY	17
2018-2019 AY	20
2019-2020 AY	23

### Ambitious Projections 25% Growth (newly enrolled international students via Agent Fee)

Academic Year	Number of Students
2016-2017 AY	20
2017-2018 AY	25
2018-2019 AY	31
2019-2020 AY	39

## Appendix B

### Undergraduate International Student Application to Enrolled Summary Report: Similar Profile Institution

NEW UNDERGRADUATE INTERNATIONAL STUDENTS							
APPLICATION SUMMARY ANALYSIS							
From 21 Day Count Daily Report Summary from IRM							
2014-2015 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2014	1042	740	71.00%	53%	424	394	7%
Summer 2014	149	100	67.10%	46%	48	46	4%
Fall 2014 and Summer 2014 TOTALS	1191	840	70.50%	52%	472	440	7%
Spring 2015	519	336	64.70%	47%	187	159	15%
AY TOTALS	1710	1176	68.80%	51%	659	599	9.1% (60 students)
2013-2014 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2013	1013	742	73.25%	50%	423	372	12%
Summer 2013	96	65	67.40%	35%	28	23	18%
Fall 2013 and Summer 2013 TOTALS	1109	807	27.23%	49%	451	395	12%
Spring 2014	430	335	78.00%	53%	210	179	21%
AY TOTALS	1539	1142	74.20%	50%	661	574	15.2%(101 students)
2012-2013 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2012	732	515	70.00%	58%	342	298	13%
Summer 2012	132	71	54.00%	13%	12	9	25%
Fall 2012 and Summer 2012 TOTALS	864	586	68.00%	52%	354	307	13%
Spring 2013	350	243	69.00%	54%	147	131	11%
AY TOTALS	1214	829	68.30%	53%	501	438	12.6% (63 students)
2011-2012 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2011	991	764	77.10%	41%	449	315	30%
Summer 2011	262	217	83.00%	31%	98	67	32%
Fall 2011 and Summer 2011 TOTALS	1253	981	78.00%	39%	547	382	30%
Spring 2012	643	428	66.00%	43%	220	184	16%
AY TOTALS	1896	1409	74.30%	40%	767	566	26% (201 students)
2010-2011 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2010	793	677	85.00%	55%	468	373	19%
Summer 2010	214	202	94.40%	29%	103	58	44%
Fall 2010 and Summer 2010 TOTALS	1007	879	75.00%	49%	571	431	25%
Spring 2011	521	367	80.00%	39%	197	144	27%
AY TOTALS	1528	1246	81.50%	46%	768	575	25.13% (193 students)
2009-2010 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2009	443	375	85.00%	58%	246	219	11%
Summer 2009	39	33	85.00%	70%	28	23	18%
Fall 2009 and Summer 2009 TOTALS	482	408	75.00%	59%	274	242	12%
Spring 2010	264	211	80.00%	54%	155	113	27%
AY TOTALS	746	619	83.00%	57%	429	355	17.25% (74 students)
2008-2009 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2008	385	336	87.30%	65%	241	219	9%
Summer 2008	33	21	63.60%	33%	11	7	36%
Fall 2008 and Summer 2008 TOTALS	418	357	75.00%	63%	252	226	10%
Spring 2009	171	144	74.00%	39%	79	56	29%
AY TOTALS	589	501	85.10%	56%	33	282	15% (50 students)
2007-2008 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2007	416	253	60.80%	67%	213	170	20%
Summer 2007	38	25	65.80%	32%	18	8	56%
Fall 2007 and Summer 2007 TOTALS	454	278	61.00%	64%	231	178	23%
*fall 2007 was the year UG switched all students w/out citizenship verification to int/inf							
Spring 2008	131	99	76.00%	43%	81	43	47%
AY TOTALS	585	378	64.60%	59%	312	221	29% (91 students)
2006-2007 Academic Year	Applications	Offers	% Accepted	% Offers that Enrolled	Matriculated	Enrolled	Melt
Fall 2006	314	281	89.50%	44%	190	158	17%
Summer 2006	89	82	92.10%	70%	78	32	59%
Fall 2006 and Summer 2006	403	363	90.00%	268	190	29%	
Spring 2007	159	132	83.00%	67%	75	44	41%
AY TOTALS	562	495	88.10%	47%	343	234	32% (110 students)

## APPENDIX C

### International Student Workshop Series (spring, 2016)

<b>IEP focus</b>	<b><i>English for Daily Life Ordering Food!</i></b>	<p>Become more proficient at ordering food in a restaurant—both fast food and sit-down restaurants. Learn more about reading menus, and practice the questions and answers you need to order the food and drinks you want.</p>	<p>Proposed Presenter: Instructor/Tutor, Communication Center</p>
	<b><i>What's Your Plan? Creating an Action Plan for Success at UCCS</i></b>	<p>You have probably heard that it's important to get involved while in college, but what does that really entail? Are you looking to connect with others and explore what our dynamic campus has to offer in terms of activities outside of the classroom? If so, this interactive workshop will help you create your own action plan for making the most of your college experience.</p>	<p>Proposed Presenters: Ruby Cheng, Global Engagement Office</p>
	<b><i>F-1 Immigration Status: A Refresher</i></b>	<p>Do you remember what it means to maintain your F-1 status? Do you have questions about what you can and cannot do as an F-1 student? We will discuss course registration requirements, working on- and off-campus, domestic and international travel, your immigration documents and much more! Note: You must be on time for this session. Students who arrive after it has started will not be admitted.</p>	<p>Proposed Presenters: Wang, Office of Admissions and Record;</p>
	<b><i>F-1/J-1 Employment Authorization: Curricular &amp; Optional Practical Training</i></b>	<p>Learn the differences between Curricular Practical Training (CPT) and Optional Practical Training (OPT), and how to apply for these F-1/J-1 employment authorization benefits. Discuss the 17-Month OPT STEM extension rule, travel restrictions and other concerns.</p>	<p>Proposed Presenters: Wang, Office of Admissions and Record;</p>
	<b><i>Tax, Tax, Tax!</i></b>	<p>For all new and returning international students! Learn about the Tax basics in the states and resources that are available to you.</p>	<p><a href="mailto:internationaltax@uccs.edu">internationaltax@uccs.edu</a></p>

	<b><i>Your Passport to Employment: Tips &amp; Strategies</i></b>	Are you embarking on your job search? Come hear UCCS alumni discuss their experiences searching for a suitable position and, after they were hired, adapting to the U.S. work place and their employer's work environment.	Proposed Presenter: UCCS Alumni (International) & Career Center
	<b><i>Cultural Tips for the University Environment</i></b>	Explore your cultural assumptions, engage in problem-solving scenarios and gain cultural insights to help you better understand your classmates, professors and UCCS staff members.	Proposed Presenter: MOSAIC & Instructor, Inter-cultural Communication Class
	<b><i>Immigration: The Basics for Planning Your Future</i></b>	What options are available to allow you to live and work in the U.S. after graduation? How do you decide which option works best for you? Come learn about nonimmigrant and immigrant visa options, the requirements, the processes to obtain them, and who to call for information and assistance.	Proposed Presenter: Wang, Admissions and Record
<b>IEP Focus</b>	<b><i>Planning Your Future as IEP students</i></b>	How to make full use of on campus resources in IEP program and the admissions tips that help you apply to degree-seeking programs.	Proposed Presenter: Ruby, Global Engagement Office
<b>UCCS Community Focused</b>	<b><i>Holidays Around the World: China</i></b>	Over 49 countries are represented at UCCS. Have you ever wondered about the cultural, historical, political and religious holidays celebrated in other countries? Come listen to Chinese students present the origin, significance and customs surrounding major holidays celebrated in China.	Proposed Presenter: Ruby, Global Engagement Office; Yang, Chinese Culture Club
	<b><i>How to get a Colorado driver's license</i></b>	Learn the steps of getting a driver's license in Colorado Springs. This workshop helps you to prepare for your trip to department of motor vehicle	Proposed Presenter: Ruby, Global Engagement Office
<b>Graduate School Focused</b>	<b><i>Communications with your Academic and Research Advisors</i></b>	Or IRB Review workshop?	Proposed Presenter: Sarah, Graduate School
	<b><i>Information for Spouses and Dependents</i></b>	<i>Are you here on F2? Or Are your spouse and children on F2? Information for your dependents on health care, education benefits and regulations in states.</i>	Ruby, Global Engagement Office



<b><i>What if I get sick- Insurance Overviews</i></b>	<i>Come and learn the health system here in the states. The basic tips you need to know if you get sick and our insurance specialist will also help you understand your insurance plan!</i>	Proposed Presenter: Health Center
<b><i>Scholarships available for me</i></b>	<i>Looking for scholarships but don't know what are valuable for you? Our scholarship specialist will also give you a guidance of steps for applying scholarships.</i>	Proposed Presenter: Scholarship Office
<b><i>Understanding Writing Formats(WOMBAT)</i></b>	<i>The workshop within WOMBAT that is most beneficial to International students?</i>	Proposed Presenter: Writing Center
<b><i>Before Break-Travel Workshop (I-20 Signing Day)</i></b>	<i>Ready for Summer Break? Don't forget to attend our Travel Workshop!! You will learn all the "Must-Knows" prior to your travel. It is also the I-20 signing day for all of you starting 9am-4pm.</i>	Proposed Presenter: Wang
<b><i>Lunch with your International Advisors</i></b>	<i>Lunch with your International Advisors (AKA the Asian ladies) haha... At the end of each month, we invite you to join a brown bag lunch with your advisors, you can ask questions, update them with your plans and even just chat!</i>	Wang, Office of Admissions and Records; Ruby, Global Engagement Office

## Appendix D

### UCCS Active Partnerships

Institution	Type	Purpose
University of Guadalajara	Academic Institution	Exchange/Education Abroad
Waseda University	Academic Institution	Exchange/Education Abroad
ICES-Institut Catholique d'Etudes Superieures	Academic Institution	Exchange/Education Abroad
ICES-Institut Catholique d'Etudes Superieures	Academic Institution	Exchange/Education Abroad
University of East Paris Creteil-Val-De-Marne	Academic Institution	Exchange/Education Abroad
Escola Tecnica Superior D'enginyeries Industrial I Aeronautica De Terrassa, Universitat Politecnica De Catalunya (ETSEIAT-UPC)	Academic Institution	Exchange/Education Abroad
Istanbul Bilgi University	Academic Institution	Exchange/Education Abroad
Frankfurt School of Finance and Management	Academic Institution	Exchange/Education Abroad
Cologne Business School	Academic Institution	Exchange/Education Abroad
Radbound University Nijmegen	Academic Institution	Exchange/Education Abroad
MCI Management Center Innsbruck	Academic Institution	Exchange/Education Abroad
Munich Business School	Academic Institution	Exchange/Education Abroad
Stockholm University School of Business	Academic Institution	Exchange/Education Abroad
National Taiwan University of Science and Technology	Academic Institution	Exchange/Education Abroad
Wuxi Institute of Commerce of China (WIC)	Academic Institution	Letter of Intention for Cooperation
Jiangyin Polytechnic College of China (JPC)	Academic Institution	Letter of Intention for Cooperation
Nantong Vocational College of China (NVC)	Academic Institution	Letter of Intention for Cooperation
Wuxi City College of Vocational Technology of China (WCCVT)	Academic Institution	Letter of Intention for Cooperation
Yancheng Institute of Technology of China (YCIT)	Academic Institution	Letter of Intention for Cooperation
Korean National University of Education (KNUE)	Academic Institution	Letter of Intention for Cooperation
Korean National University of Education (KNUE)	Academic Institution	Letter of Intention for Cooperation
Universidad Americana Managua (UAM), Nicaragua	Academic Institution	Letter of Intention for Cooperation
Yancheng Institute of Technology of China (YCIT)	Academic Institution	Exchange/Education Abroad
University of Duisburg-Essen Mercator School of Management	Academic Institution	Exchange/Education Abroad
International School of Management (ISM) Dortmund	Academic Institution	Exchange/Education Abroad
CIEE-Council on International Education Exchange	Provider	Exchange/Education Abroad
GlobalLinks Learning Abroad	Provider	Exchange/Education Abroad
AIFS-American Institute For Foreign Study	Provider	Exchange/Education Abroad
Semester At Sea	Provider	Exchange/Education Abroad
Sol Education Abroad	Provider	Exchange/Education Abroad

## Appendix E CU System Enrollment: Fall 2015

Headcount by Country of Citizenship for International (Temporary Visa) Students					
Fall 2015 Enrollment					
	Boulder	UCCS	Denver	Anschutz Medical Campus	CU System Total
	3				3
Afghanistan				1	1
Albania	1				1
Algeria	1				1
Andorra					
Angola	8		1		9
Argentina	5		1		6
Australia	33	1	2		36
Austria	5	1			6
Bahamas	1				1
Bahrain	5		1		6
Bangladesh	2	2	3		7
Belarus	2				2
Belgium	6				6
Bermuda	1				1
Bhutan	1				1
Bolivia	3				3
Bosnia and Herzegovina	1				1
Botswana		1			1
Brazil	26	34	15	1	76
Brunei Darussalam	1				1
Bulgaria	7	1	1		9
Burkina Faso					
Burundi			1		1
Cambodia			2		2
Cameroon					
Canada	41	8	7	4	60
Chile	5		1		6
China	796	12	302	11	1,121
Colombia	16		1	1	18
Congo, The Democratic Republic			2		2
Costa Rica	7			1	8
Croatia	1				1
Cyprus			1		1
Czech Republic	5	2	1		8
Denmark	3	1	1		5
Djibouti		1			1
Ecuador	12				12
Egypt	5				5
El Salvador	3				3
Ethiopia	2		2	1	5
Finland	5		1		6
Fmr Yugoslav Rep of Macedonia	1				1
France	21	1	3		25
Gabon	1				1
Germany	32	5	2		39
Ghana			1	1	2

**Appendix E (continued)**  
**CU System Enrollment: Fall 2015**

Headcount by Country of Citizenship for International (Temporary Visa) Students					
Fall 2015 Enrollment					
	Boulder	UCCS	Denver	Anschutz Medical Campus	CU System Total
Greece	2			1	3
Guatemala	4			2	6
Honduras					
Hong Kong	10				10
Hungary	3	1			4
Iceland					
India	443	46	186	22	697
Indonesia	21	1	4		26
Iran	41	2	21	1	65
Iraq	1	4	10		15
Ireland	3				3
Israel	5				5
Italy	20		1		21
Japan	24	2	3	3	32
Jordan	8				8
Kazakhstan	3	1			4
Kenya		2			2
Korea, Republic of	93	5	29	4	131
Kosovo			4		4
Kuwait	105	4	10		119
Latvia					
Lebanon	3			1	4
Libya	7	13	32		52
Libyan Arab Jamahiriya					
Lithuania				1	1
Macao	1				1
Madagascar			1		1
Malaysia	59		1		60
Mali			1		1
Mexico	51		6	1	58
Moldova, Republic of	1				1
Mongolia	7		3		10
Morocco	1	1			2
Nepal	10		3	2	15
Netherlands	9	1		2	12
New Zealand	4				4
Nigeria	10	1	5	1	17
Norway	34		1		35
Oman	20		1		21
Pakistan	8		1		9
Palau	1				1
Palestinian Territory, Occupie			1		1
Panama	3				3
Peru	12		1		13
Philippines	3			1	4
Poland		2	1		3
Portugal	2				2

**Appendix E (continued)**  
**CU System Enrollment: Fall 2015**

Headcount by Country of Citizenship for International (Temporary Visa) Students					
Fall 2015 Enrollment					
	Boulder	UCCS	Denver	Anschutz Medical Campus	CU System Total
Qatar	5	1	54		60
Republic of Serbia	1				1
Romania	1				1
Russian Federation	9	1	2	1	13
Rwanda	2				2
Saint Lucia	1				1
Saudi Arabia	174	99	215	3	491
Senegal					
Seychelles					
Sierra Leone	1				1
Singapore	11	2	1		14
Slovakia	1				1
South Africa	7	1	1		9
Spain	40	7	2	1	50
Sri Lanka	2		3		5
Swaziland			1		1
Sweden	24	3	3		30
Switzerland	5	1	2		8
Syria		1			1
Syrian Arab Republic	1				1
Taiwan	35	2	4	1	42
Tajikistan	1				1
Tanzania, United Republic of	1				1
Thailand	31		16		47
Trinidad and Tobago			1		1
Tunisia			1	1	2
Turkey	15		5		20
Uganda		1			1
Ukraine	2	2	1		5
United Arab Emirates	15		36		51
United Kingdom	35		8		43
Uruguay	2	1			3
Uzbekistan			1		1
Venezuela	24	1	8		33
Viet Nam	10	3	20		33
Yemen	2				2
Yugoslavia					
<b>Grand Total</b>	<b>2,558</b>	<b>282</b>	<b>1,063</b>	<b>70</b>	<b>3,973</b>

Compiled by CU System IR, 10/1/2015  
Source: Census Enrollment reports, Fall databooks

## Appendix F – International Service Charge DRAFT

### University of Colorado Colorado Springs International Student Service Charge 2016/2017 AY

**Prepared by:** Mandy Hansen, Director, Global Engagement Office

#### **Part 1: Overview and Purpose of Charge for Service**

##### **Proposed user/charge for service name:**

*International Student Service Charge*

The University of Colorado Colorado Springs (“UCCS”) allows for units to assess charges for specific services.<sup>1</sup> A charge for service is not campus-wide or mandatory for all students; it is instead imposed upon students who meet the various criteria for which the charge is being assessed.<sup>2</sup> Charges for services do not require either legislative spending authority appropriation or student approval.<sup>3</sup>

Here, the charge for service will only be applied by the Global Engagement Office (“GEO”) to international students, not the campus-wide community. Further, it will be assessed in order to directly support a full-time international student advisor, who will assist the international students with their academic experience at UCCS.

*NOTE: This is an existing fee that was approved over 11 years ago at CU-Denver. CU-Boulder also charges an extra fee to international students and equates to \$2000 per year as international students pay a higher tuition fee. The proposed charged for service fee in this proposal is modest and is a services only fee required by international students. It is charge for service for this special population (F-1 and J-1 students) due to the unique professional-level services required pursuant to federal regulations.*

##### **Amount of charge for service fee:**

- \$150 per term for each international student
- \$300 per term for each sponsored student

##### **Purpose and Justification:**

The revenue from this charge for service is critical to support programs and services that GEO needs to provide international students. There are currently 315 international students at UCCS, and senior leadership has expressed a goal to grow this population. The proposed charge for service will be used to support operational and salary lines for at least one full-time immigration advisor who will provide advising and student

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<sup>1</sup> See University of Colorado Colorado Springs “Institutional Student Fee Plan,” updated April 2014, available <http://www.uccs.edu/Documents/vcaf/policies/InstitutionalStudentFeePlanOct2012LT.pdf>.

<sup>2</sup> See UCCS “Institutional Student Fee Plan.”

<sup>3</sup> See UCCS “Institutional Student Fee Plan.”

programming for international students, as well as ensure ongoing institutional compliance with federal laws and regulations governing this special population. This charge for service is necessary to ensure that the international student population is adequately supported, and that UCCS is compliant with state and federal regulations related to this subject.

Notably, both University of Colorado Boulder (“CU”) and University of Colorado Denver (“CU-Denver”) have a long history of assessing such charges for service. CU-Denver has assessed such a charge for service for the past eleven years, currently assessing at a rate of \$150 per term for each international student and \$300 per term for each sponsored student.<sup>4</sup> At CU, international students pay approximately \$2,000 a year in charges for services. Neither campus has categorized this charge as a “fee” subject to formalized approval requirements.

Currently, UCCS has a part-time immigration advisor for institutional compliance with mandatory federal immigration reporting and regulations pertinent to the hosting of any and all international students, as well as all admissions. This proposed charge for service will cover salary as well as all operational costs associated with the hiring of at least one full-time international student advisor. It is important to note that an international student advisor is a professional position that will require at least a minimum of a master's degree as well as a high level of expertise in the very specialized field of international student services and federal immigration law related to F-1 and J-1 students.<sup>5</sup>

Institutional compliance functions are essential and non-negotiable, and minimum compliance does not provide UCCS international students with the array of support services that they need. Support services for our international students must be culturally appropriate, comprehensible by a group for whom English is a second language, and specifically targeted to the unique needs of this population. These specialized services are provided at a minimal level currently and need to be more robust and responsive.

Programming will result after careful consultation with the campus community and key student services areas like Admissions and MOSAIC. Examples of more robust international student programming that can be supported through this proposed charge for service include:

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<sup>4</sup> CU-Denver is currently in the process of raising the charge to \$200 per term per international student. Although CU-Denver was not required to obtain student government approval, it did so as a courtesy to the campus community. Further, sponsored students have a unique service indicator in PeopleSoft. The higher fee is due to additional resources that are required to adequately assist these students and their sponsors. See Appendix A for an overview of the special programs and services that are included as part of this higher fee.

<sup>5</sup> One example, among many, of the complexity of the regulations and their burden on staff are recent changes to the eligibility requirements for F-1 students who participate in Optional Practical Training following the completion of their academic programs. As a result international student advisors must now dedicate additional staff time and resources to more closely tracking students who are on OPT, which they may be on for as much as 29 months after they complete their degree program at UCCS.

- Additional efforts to partner with on-campus and off-campus housing
- Coordinating local and campus activities
- Organizing trips
- Working on retention data and initiating activities that directly impact the retention of international students
- Providing training to students related to cultural and academic adjustment (academic writing, group work, etc.)
- Collaborating with the academic community and providing information on international student issues and cultural aspects
- Liaison activities with sponsoring agencies and assist more with the mandatory paperwork associated with hosting sponsored students
- Working on cultural, social, and academic adjustment and preparation
- Providing additional health, safety and crisis management

Without additional funding, UCCS is limited in its ability to ensure compliance and is not able to provide additional, and equally important, programs and services that will help ensure international students succeed academically and contribute positively to the overall academic environment at UCCS.

**Intended Student Population/Cohort to be Assessed:**

All international students<sup>6</sup> on the UCCS campus in F-1 and J-1 status are to be assessed this charge for service. Presently enrolled international students will have the opportunity to appeal the new charge for service by a designated date after the start of the first semester in which the charge for service is implemented. In the appeals process, consideration will be given to students who demonstrate that the implementation of the charge for service will present significant economic hardship. All new incoming international students will be required to pay this charge for service.

**Part II: Overview of Service**

**International Student Advisor**

The proposed charge for service will support an international student advisor (ISA) position within GEO. This position will work in cooperation with other campus services to provide consistently excellent customer service and advising to international students. The ISA position will be dedicated to serving the needs of international students by providing them with the information they need to maintain non-immigrant status, providing a variety of programming, and serving as a clearing house for on-campus and community resources. This position will also be in charge with ensuring institutional compliance with a wide range of federal regulations governing the enrollment of international students. This position is critical to the ongoing success of UCCS and its international student population.

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<sup>6</sup> The definition of an international student is determined in coordination with international admissions and GEO. The visa codes are recorded in PeopleSoft and can be used to place the semester fee on the student account.



The ISA will work closely with students to ensure that the students maintain their immigration status once they are here, and advises students on a broad range of issues:

- Offer one-on-one appointments, daily walk-in hours, and provides more personalized and knowledgeable assistance with adjustment and status maintenance issues.
- Stay up-to-date on current immigration rules and regulations by reviewing regulations, subscribing to on-line and print sources of information, and participating in webinars and conferences.
- Update scholarships opportunity flyer for international students.
- Revise and add written materials to better assist students with their academic and immigration needs.
- Create a suite of travel brochures to address the specific needs of international students.
- Offer brochure on how to invite a visitor to the USA and how to prepare for a final semester at UCCS.
- Provide Travel Study options brochure for international students.
- Offer information about events on campus and in the broader community and a bi-weekly Enewsletter to provide up-to-date information on changes in immigration regulations other issues that could affect students' non-immigrant status.

The ISA will also create immigration documents for new international students that orient them to UCCS and their new community:

- Send pre-arrival communications to all incoming students to provide information about the Check-In and Welcome session they must attend and what they need to do when they first arrive, including reporting immunization information, obtaining or waiving student health insurance, and obtaining a Colorado driver's license.
- Provide a mandatory check-in and welcome orientation session for students in the F-1 and J-1 visa categories to explain their immigration responsibilities and provide detailed information about UCCS and what they should expect, as well as information about the many resources that are available to students to help them succeed academically and socially.
- Provide an informative welcome brochure for international students in other visa categories.
- Develop materials when appropriate in other languages (important for IEP students)

The ISA will also be responsible for helping students explore and take advantage of employment opportunities in the United States while maintaining their non-immigrant visa status:

- Provide "How to Hire" brochure for on-campus employers
- Offer "On Campus employment options" for new students
- Maintain Optional Practical Training (OPT) and Curricular Practical Training (CPT) brochures for students

- Offer ongoing work clinics for OPT, CPT, and Academic Training

The ISA will also work closely with academic departments, student services providers, and other entities on campus to advocate for international students and ensure that the international student community's needs are considered and addressed:

- Create and administer training for department administrators who help admit international students.
- Continue to add to and maintain UCCS student processes manual for GEO staff.
- Develop an in-depth knowledge of assigned schools/colleges/departments/programs and remain up-to-date by regularly checking Web sites, publications, and other sources of information for related news, information, and issues.
- Participate in and represent unit in campus meetings related to advising and student support
- Provide training to academic advisors and work closely with them to advise students.
- Work with campus housing to develop international student friendly living arrangements

### **Part III: Budget**

If the International Student Service Charge is approved at \$150 per international student per term and \$300 per international sponsored student per term, estimated revenue of \$35,000 per semester or \$70,000 per year will be generated.<sup>78</sup>

The revenue will be spent as follows:

\$60,000 for compensation of 1 FTE (includes salary and fringe)

\$15,000 for non-compensation costs:

- Administrative costs and supplies (e.g., paper, copies, folders, etc.);
- FedEx costs for sending all immigration documents (domestically and internationally);
- Orientation program for all new international students;
- Workshops, seminars, and other outreach and education to international students and to their departments at UCCS;
- Membership in required professional associations;
- Ongoing professional education for staff members who must remain up-to-date on a wide range of issues in international education in general and in immigration law in particular (e.g., conferences, Webinars, teleconferences, continuing education, etc.).

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<sup>7</sup> This estimate assumes that some students will successfully appeal the charge for service in its first year.

<sup>8</sup> As the population increases it is expected that the additional revenue from this fee will support an advisor that is focused on international student advising and work with a new initiative around sponsored students (See Appendix A).

## APPENDIX A:

### Overview of the International Sponsored Student Initiative

The primary motivation behind the initiative is the success of the international sponsored students. There are special needs that these students have that require additional resources on the part of the university, primarily an international student advisor. These needs relate to a wide range of academic preparedness and success issues, cultural adjustment issues, immigration issues, and more. These issues are further complicated by the need for the student, international student advisor and Global Engagement Office to coordinate closely with the sponsor regarding each student and to provide the sponsor with much more documentation than is required for other international students.

The initiative is designed to assist sponsored students in overcoming these unique challenges and to resource the Global Engagement Office to be able to more effectively and efficiently manage the added complexities in dealing with sponsors. The initiative is dedicated exclusively to the delivery of value-added programs and services to sponsored students and their sponsors.

The program includes the creation of a dedicated full-time International Student Advisor. This individual is the primary point of contact for sponsors and focuses solely on services and programs for sponsored students and their sponsors. This person also interfaces with a wide range of other academic and administrative departments throughout UCCS on behalf of international sponsored students and their sponsors.

Following is a list of additional value-added programs and services that are part of the initiative:

- A single point of contact so that all sponsor-related issues (e.g., academic, records, finance, etc.) can come to a single problem solver on campus.
- Expedited admission decisions.
- Expedited visa document processing and sending via express mail.
- Coordination of airport pick-up service for your students.
- A supplemental orientation program specifically designed for international sponsored students.
- Special assistance with housing and health insurance issues.
- Special assistance with the third-party billing process.
- Complimentary use of office telephone, fax, and express mail services for international sponsored students for communication with sponsors and other sponsor-related matters.
- Consistent and coordinated communication and outreach to international sponsored students and their sponsors to include but not be limited to (1) Dissemination of International Sponsored Student
- Program newsletter to all international sponsored students and their sponsors each semester

- Development and implementation of special programs for international sponsored students as issues arise and/or at the request of sponsors
- Hosting sponsors for site visits to UCCS at least once a year and/or upon request from sponsors; Visiting sponsors at least once a year and/or upon request of sponsors.
- Development and implementation of an internal UCCS Advisory Board to ensure coordination between various stakeholders throughout UCCS (e.g., Bursar's Office, Registrar's Office, academic departments, etc.) and to efficiently and effectively address any institutional issues regarding the delivery of programs and services to international sponsored students and their sponsors.

## Appendix G

### International Student Tuition Revenue

Number of Students	Total in Tuition Semester 1 <i>(Non-resident 15 credit Tuition less than 60 credits)</i>	Total Tuition Revenue Year 1	Total Tuition Revenue Year 1 -2	Total Tuition Revenue Year 1-3	Total Tuition Revenue Year 1 -4
	<b>10,425.00</b>				
10	104,250.00	208,500.00	229,350.00	437,850.00	646,350.00
20	208,500.00	417,000.00	437,850.00	854,850.00	1,271,850.00
30	312,750.00	625,500.00	646,350.00	1,271,850.00	1,897,350.00
40	417,000.00	834,000.00	854,850.00	1,688,850.00	2,522,850.00
50	521,250.00	1,042,500.00	2,085,000.00	3,127,500.00	4,170,000.00
70	729,750.00	1,459,500.00	2,919,000.00	4,378,500.00	5,838,000.00
150	1,563,750.00	3,127,500.00	6,255,000.00	9,382,500.00	12,510,000.00
200	2,085,000.00	4,170,000.00	8,340,000.00	12,510,000.00	16,680,000.00